

Unit Cover Page

Unit Title: Creating Strong Persuasive Essays Grade Level(s): 11 & 12

Subject/Topic Area(s): English and writing

Key Words: Creating, persuasive, essay, writing

Designed By: Tyler M. Michaud Time Frame: _____

School District: RSU 09 School: Mt. Blue Middle School

Brief Summary of Unit (including curricular context and unit goals):

Learning how to develop an opinion, support it, and present it in a professional manner is crucial in a variety of settings: whether it be at a business meeting, written on an application, dinner out with a friend, or in the classroom. Over the course of the unit students will develop an understanding of persuasive writing. Through the exploration of editing, revising, planning, rewriting, relative vocabulary, and investigations of audience and personal explanations students will develop the skills needed to write a professional persuasive piece.

Unit design status: ___ completed Template pages - Stage 1, 2, and 3

___ completed Blueprint for each performance task ___ completed rubric(s)

___ directions to students & teachers ___ materials & resources listed

___ suggested accommodations ___ suggested extensions

Status: initial draft (date - _____) revised draft (date - _____)

___ peer reviewed ___ content reviewed ___ field tested ___ validated ___ anchored

Stage 1: Identify Desired Results.

Established Goals:

*Common Core State Standards
Content Area: English
Grade level: 11 & 12
Domain: Writing
Cluster: Production and
Distribution of Writing*

Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.

G

What understandings are desired?

Students will understand that:

- strong writing is achieved through planning, revising, editing, rewriting, or changing the approach of the work.
- establishing the most significant vein of their work and developing a voice and thesis that portrays it is essential to a well-developed piece.
- considering the intended audience is imperative to making your voice, as a writer, heard.

U

What essential questions will be considered?

- How can I revise, edit, or rewrite my work to strengthen its potency?
- Why is my thesis significant to what I am hoping to achieve?
- How is my audience going to respond to the manner in which I portrayed my view?

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

- Sequences and timelines:
How to establish a factually sound and clearly focused persuasive essay.
- Terminology:
Claims, radical revisions, and reverse outlining.
- Critical details:
How vocabulary and tone influence the audiences interpretation of the persuasive essay.

K

Students will be able to:

- express their voice in a concise and supported manner.
- evaluate their own work for improvements.
- produce multiple drafts to support their understanding of revision techniques.
- infer their perspective professionally and respectively.
- consider the opposing opinion and use it to strengthen their work.
- recognize the intended audience.

S

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

T



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

oe

Student Self-Assessment and Reflection:

sa

Assessment Task Blueprint

What understandings/goals will be assessed through this task?

G

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Through what authentic performance task will students demonstrate understanding?

Task Description:

T

What student products/performances will provide evidence of desired understandings?

By what criteria will student products/performances be evaluated?



Stage 3: Plan learning experiences and instruction.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Consider the W.H.E.R.E.T.O. elements.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

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	Monday	Tuesday	Wednesday	Thursday	Friday
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11	12	13	14	15	